



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 11861448
SAU: Wiscasset School Department
School: Wiscasset Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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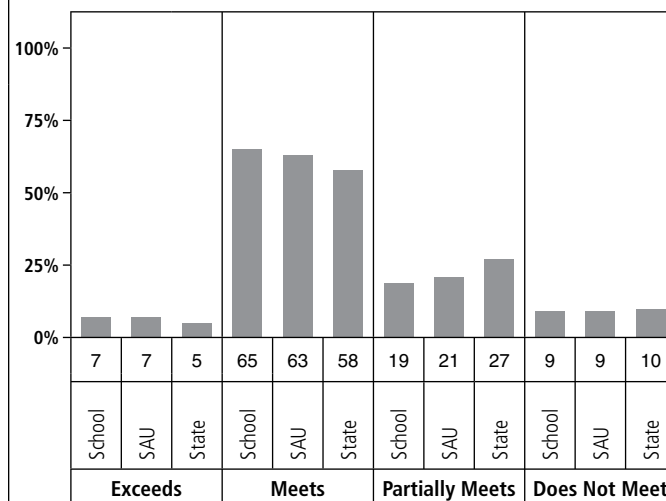
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: Wiscasset School Department
School: Wiscasset Middle School

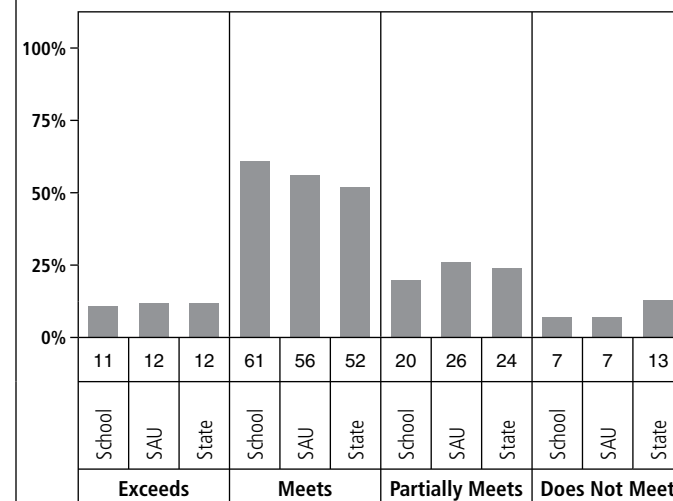
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	542	543	544
2006–2007	548	548	544
2007–2008	546	545	545
Cum. Avg. *	546	545	544
Mathematics			
2005–2006	538	539	543
2006–2007	547	546	546
2007–2008	547	546	546
Cum. Avg. *	544	544	545
ELA – Writing			
2005–2006			
2006–2007	541	542	541
2007–2008	539	538	538
Cum. Avg. *			

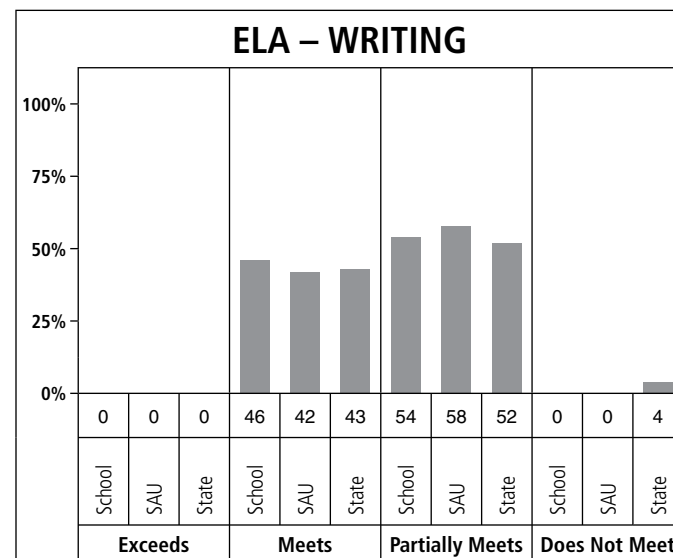
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: Wiscasset School Department
 School: Wiscasset Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	55	100	44	100	14240	100	55	100	44	100	14157	100	55	100	44	100	14156	100							55	100	44	100	14107	99
Ethnicity African American/Black	0	0	0	0	404	3	0	0	0	0	396	98	0	0	0	0	398	99							0	0	0	0	388	96
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100							0	0	0	0	118	100
Asian or Pacific Islander	0	0	0	0	201	1	0	0	0	0	199	99	0	0	0	0	199	99							0	0	0	0	197	98
Hispanic	0	0	0	0	178	1	0	0	0	0	170	97	0	0	0	0	174	99							0	0	0	0	171	97
Caucasian/White	55	100	44	100	13339	94	55	100	44	100	13274	100	55	100	44	100	13267	100							55	100	44	100	13233	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	10	18	7	16	2555	18	10	100	7	100	2528	99	10	100	7	100	2526	99							10	100	7	100	2507	99
Current LEP	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99							0	0	0	0	323	96
Economically disadvantaged	21	38	17	39	5574	39	21	100	17	100	5528	99	21	100	17	100	5531	99							21	100	17	100	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100

MODE OF PARTICIPATION ³	ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	43	78	35	80	11042	78	43	78	35	80	11006	77							43	78	35	80	11127	78
Identified disability (PET/IEP)	0	0	0	0	396	4	0	0	0	0	404	4							0	0	0	0	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147	1
504 plan	0	0	0	0	134	1	0	0	0	0	133	1							0	0	0	0	136	1
Participation with accommodations	11	20	8	18	2974	21	11	20	8	18	3014	21							11	20	8	18	2845	20
Identified disability (PET/IEP)	9	82	6	75	1996	67	9	82	6	75	1986	66							9	82	6	75	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	2	18	2	25	766	26	2	18	2	25	801	27							2	18	2	25	710	25
Participation through alternate assessment (PAAP)	1	2	1	2	136	1	1	2	1	2	136	1							1	2	1	2	135	1
Identified disability (PET/IEP)	1	100	1	100	136	100	1	100	1	100	136	100							1	100	1	100	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	0	0	106	1

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: Wiscasset School Department
School: Wiscasset Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	1	2	1	3	721	5
	2006-2007	3	6	3	8	702	5
	2007-2008	4	7	3	7	659	5
	Cum. Total*	8	6	7	6	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	24	59	21	62	7571	53
	2006-2007	34	72	26	68	7730	55
	2007-2008	35	65	27	63	8195	58
	Cum. Total*	93	65	74	64	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	10	24	8	24	4343	30
	2006-2007	8	17	7	18	4182	30
	2007-2008	10	19	9	21	3800	27
	Cum. Total*	28	20	24	21	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	6	15	4	12	1628	11
	2006-2007	2	4	2	5	1419	10
	2007-2008	5	9	4	9	1362	10
	Cum. Total*	13	9	10	9	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	30.2	62.9	29.7	61.9	29.2	60.8
Literary Text	24	50	15.8	65.8	15.7	65.4	15.0	62.5
Informational Text	24	50	14.4	60.0	14.0	58.3	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Wiscasset School Department
 School: Wiscasset Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	4	7	35	65	10	19	5	9	546	43	7	63	21	9	545	14016	5	58	27	10	545
Ethnicity																						
African American/Black	0										0						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	0										0						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	54	4	7	35	65	10	19	5	9	546	43	7	63	21	9	545	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	2	22	3	33	4	44	533	6	0	17	33	50	530	2392	0	26	42	31	536
No	45	4	9	33	73	7	16	1	2	548	37	8	70	19	3	548	11624	6	65	24	5	547
Current LEP																						
Yes	0										0						319	1	36	34	29	537
No	54	4	7	35	65	10	19	5	9	546	43	7	63	21	9	545	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	21	0	0	13	62	5	24	3	14	542	17	0	59	29	12	542	5454	2	48	35	15	541
No	33	4	12	22	67	5	15	2	6	548	26	12	65	15	8	547	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	54	4	7	35	65	10	19	5	9	546	43	7	63	21	9	545	14011	5	58	27	10	545
Gender																						
Female	25	4	16	15	60	3	12	3	12	547	21	14	57	14	14	546	6766	7	62	24	8	546
Male	29	0	0	20	69	7	24	2	7	545	22	0	68	27	5	544	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	17	0	0	6	35	7	41	4	24	538	15	0	33	47	20	538	1751	1	35	44	21	538
No	37	4	11	29	78	3	8	1	3	549	28	11	79	7	4	549	12265	5	62	25	8	546
Gifted/talented program																						
Yes	6	1	17	5	83	0	0	0	0	553	5	20	80	0	0	552	464	27	71	2	1	557
No	48	3	6	30	63	10	21	5	10	545	38	5	61	24	11	544	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Wiscasset School Department
 School: Wiscasset Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	50	0	0	1	50	535	2	0	100	0	0	546	5	2	42	34	22	540
B. less than one hour	39	0	0	15	71	5	24	1	5	546	37	0	63	25	13	544	66	5	60	27	9	545
C. one to two hours	52	4	14	16	57	5	18	3	11	546	53	13	57	22	9	546	26	5	61	26	8	546
D. more than two hours	6	0	0	3	100	0	0	0	0	550	7	0	100	0	0	550	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	30	3	19	11	69	1	6	1	6	551	30	15	77	8	0	551	31	7	63	23	7	547
B. They match some of what I have learned.	52	1	4	18	64	7	25	2	7	545	56	4	54	29	13	543	55	4	61	27	8	545
C. They match just a little of what I have learned.	13	0	0	4	57	1	14	2	29	540	9	0	75	0	25	544	11	2	42	37	19	540
D. There is no match.	6	0	0	2	67	1	33	0	0	543	5	0	50	50	0	543	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	37	4	20	14	70	1	5	1	5	551	37	19	69	6	6	550	30	10	68	16	6	549
B. good	50	0	0	18	67	7	26	2	7	545	53	0	61	30	9	543	53	3	59	29	9	544
C. fair	11	0	0	2	33	2	33	2	33	536	9	0	50	25	25	538	15	1	41	40	18	539
D. poor	2	0	0	1	100	0	0	0	0	544	0						2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	17	0	0	7	78	2	22	0	0	547	17	0	71	29	0	547	17	3	45	32	19	541
B. about the same as my regular schoolwork	68	3	8	21	58	7	19	5	14	545	64	7	59	22	11	545	67	5	62	26	7	546
C. easier than my regular schoolwork	15	1	13	6	75	1	13	0	0	549	19	13	63	13	13	545	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	13	0	0	4	57	3	43	0	0	543	9	0	50	50	0	542	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	50	0	0	19	70	5	19	3	11	544	56	0	71	21	8	544	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	37	4	20	12	60	2	10	2	10	549	35	20	53	13	13	548	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	28	2	13	10	67	1	7	2	13	548	30	15	54	8	23	545	18	8	64	20	8	547
B. 20 minutes to an hour	57	2	6	20	65	7	23	2	6	546	58	4	64	28	4	545	56	5	62	25	7	546
C. less than 20 minutes	7	0	0	3	75	0	0	1	25	542	5	0	100	0	0	550	12	2	50	32	15	542
D. I rarely read at home.	7	0	0	2	50	2	50	0	0	543	7	0	67	33	0	545	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	9	0	0	2	40	2	40	1	20	540	5	0	0	100	0	537	26	3	51	32	14	542
B. six to ten pages	25	1	8	6	46	6	46	0	0	543	26	0	55	45	0	542	28	3	59	28	9	544
C. eleven or more pages	66	3	9	27	77	2	6	3	9	548	69	10	72	7	10	548	47	7	63	23	7	546
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	540	100	0	0	100	0	540						
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: Wiscasset School Department
School: Wiscasset Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	0	0	0	0	1415	10
	2006-2007	3	6	1	3	1711	12
	2007-2008	6	11	5	12	1617	12
	Cum. Total*	9	6	6	5	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	21	51	18	53	6503	45
	2006-2007	29	62	24	63	6778	48
	2007-2008	33	61	24	56	7284	52
	Cum. Total*	83	58	66	57	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	9	22	7	21	3945	28
	2006-2007	11	23	10	26	3884	28
	2007-2008	11	20	11	26	3341	24
	Cum. Total*	31	22	28	24	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	11	27	9	26	2434	17
	2006-2007	4	9	3	8	1683	12
	2007-2008	4	7	3	7	1778	13
	Cum. Total*	19	13	15	13	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.2	61.3	9.0	60.0	9.0	60.0
Cluster 2: Shape and Size	14	29	8.4	60.0	8.4	60.0	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	1.9	38.0	1.7	34.0	2.2	44.0
Cluster 4: Patterns	14	29	8.6	61.4	8.3	59.3	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Wiscasset School Department
 School: Wiscasset Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	6	11	33	61	11	20	4	7	547	43	12	56	26	7	546	14020	12	52	24	13	546
Ethnicity																						
African American/Black	0										0						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	0										0						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	54	6	11	33	61	11	20	4	7	547	43	12	56	26	7	546	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	2	22	4	44	3	33	534	6	0	0	67	33	529	2390	2	29	34	35	534
No	45	6	13	31	69	7	16	1	2	550	37	14	65	19	3	549	11630	13	57	22	8	548
Current LEP																						
Yes	0										0						330	4	36	27	33	536
No	54	6	11	33	61	11	20	4	7	547	43	12	56	26	7	546	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	21	1	5	14	67	5	24	1	5	546	17	6	59	29	6	545	5461	5	46	30	19	541
No	33	5	15	19	58	6	18	3	9	548	26	15	54	23	8	547	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	54	6	11	33	61	11	20	4	7	547	43	12	56	26	7	546	14015	12	52	24	13	546
Gender																						
Female	25	3	12	15	60	6	24	1	4	548	21	14	52	29	5	548	6767	11	51	24	13	546
Male	29	3	10	18	62	5	17	3	10	546	22	9	59	23	9	544	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	17	0	0	6	35	7	41	4	24	535	15	0	33	47	20	535	1755	1	37	39	23	538
No	37	6	16	27	73	4	11	0	0	553	28	18	68	14	0	552	12265	13	54	22	11	547
Gifted/talented program																						
Yes	6	4	67	2	33	0	0	0	0	564	5	60	40	0	0	564	464	58	40	2	0	564
No	48	2	4	31	65	11	23	4	8	545	38	5	58	29	8	544	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Wiscasset School Department
 School: Wiscasset Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	50	1	50	0	0	542	2	0	0	100	0	530	5	6	39	29	25	539
B. less than one hour	39	3	14	13	62	5	24	0	0	550	37	13	56	31	0	549	66	12	52	24	12	546
C. one to two hours	52	3	11	16	57	5	18	4	14	546	53	13	52	22	13	545	26	12	55	23	11	547
D. more than two hours	6	0	0	3	100	0	0	0	0	546	7	0	100	0	0	546	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	41	5	23	13	59	3	14	1	5	551	40	24	53	18	6	550	38	16	56	19	8	549
B. They match some of what I have learned.	43	1	4	16	70	5	22	1	4	548	47	5	65	25	5	546	48	9	53	26	12	545
C. They match just a little of what I have learned.	13	0	0	3	43	2	29	2	29	534	12	0	40	40	20	535	10	6	37	32	24	539
D. There is no match.	4	0	0	1	50	1	50	0	0	543	2	0	0	100	0	540	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	35	4	21	13	68	1	5	1	5	554	33	29	57	7	7	553	31	24	54	14	8	552
B. good	43	2	9	15	65	4	17	2	9	545	47	5	60	25	10	544	47	8	55	25	12	545
C. fair	17	0	0	4	44	4	44	1	11	541	16	0	57	43	0	544	19	2	43	35	20	539
D. poor	6	0	0	1	33	2	67	0	0	537	5	0	0	100	0	532	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	13	1	14	5	71	0	0	1	14	547	16	14	57	14	14	546	18	5	42	30	22	540
B. about the same as my regular schoolwork	69	4	11	24	65	7	19	2	5	549	63	11	59	26	4	548	66	11	55	23	11	547
C. easier than my regular schoolwork	19	1	10	4	40	4	40	1	10	542	21	11	44	33	11	542	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	31	3	18	8	47	5	29	1	6	546	33	14	43	36	7	544	21	10	48	26	16	544
B. two or three days a week	43	3	13	17	74	2	9	1	4	552	47	15	70	10	5	552	36	13	54	23	10	547
C. two or three times each month	17	0	0	5	56	3	33	1	11	544	14	0	50	50	0	544	27	12	54	23	11	547
D. never or almost never	9	0	0	3	60	1	20	1	20	534	7	0	33	33	33	528	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	7	0	0	2	50	1	25	1	25	539	2	0	0	0	100	516	7	12	44	25	19	543
B. two or three days a week	26	1	7	11	79	2	14	0	0	550	28	8	75	17	0	551	30	13	53	23	11	547
C. two or three times each month	37	4	20	11	55	5	25	0	0	550	42	17	56	28	0	549	34	12	54	23	10	547
D. never or almost never	30	1	6	9	56	3	19	3	19	543	28	8	42	33	17	541	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	11	0	0	5	83	1	17	0	0	547	12	0	80	20	0	547	7	7	40	25	28	539
B. 30–45 minutes	24	1	8	6	46	4	31	2	15	541	33	7	43	36	14	540	31	7	49	29	15	543
C. 45–60 minutes	52	3	11	21	75	3	11	1	4	551	44	16	68	16	0	551	40	12	55	23	10	547
D. more than 60 minutes	13	2	29	1	14	3	43	1	14	545	12	20	20	40	20	543	23	18	54	19	9	549
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	1	100	516	100	0	0	0	100	516						
B.	0										0											
C.	0										0											
D.	0										0											

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: Wiscasset School Department
School: Wiscasset Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	1 0	2 0	1 0	3 0	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	26 25	57 46	20 18	54 42	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	16 29	35 54	13 25	35 58	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	3 0	7 0	3 0	8 0	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.1	55.5	10.9	54.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.9	49.2	5.9	49.2	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.2	65.0	5.1	63.8	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Wiscasset School Department
 School: Wiscasset Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	0	0	25	46	29	54	0	0	539	43	0	42	58	0	538	13972	0	43	52	4	538
Ethnicity																						
African American/Black	0										0						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	0										0						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	54	0	0	25	46	29	54	0	0	539	43	0	42	58	0	538	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	0	0	9	100	0	0	528	6	0	0	100	0	528	2372	0	12	72	16	529
No	45	0	0	25	56	20	44	0	0	541	37	0	49	51	0	540	11600	0	50	48	1	539
Current LEP																						
Yes	0										0						319	0	30	58	12	533
No	54	0	0	25	46	29	54	0	0	539	43	0	42	58	0	538	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	21	0	0	7	33	14	67	0	0	537	17	0	29	71	0	537	5435	0	32	61	7	535
No	33	0	0	18	55	15	45	0	0	540	26	0	50	50	0	539	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	54	0	0	25	46	29	54	0	0	539	43	0	42	58	0	538	13967	0	43	52	4	538
Gender																						
Female	25	0	0	14	56	11	44	0	0	541	21	0	52	48	0	540	6750	1	55	43	2	540
Male	29	0	0	11	38	18	62	0	0	537	22	0	32	68	0	537	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	17	0	0	6	35	11	65	0	0	535	15	0	40	60	0	535	1745	0	26	69	5	534
No	37	0	0	19	51	18	49	0	0	540	28	0	43	57	0	540	12227	0	46	50	4	538
Gifted/talented program																						
Yes	6	0	0	4	67	2	33	0	0	544	5	0	60	40	0	543	464	2	74	23	0	545
No	48	0	0	21	44	27	56	0	0	538	38	0	39	61	0	538	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Wiscasset School Department
 School: Wiscasset Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	0	0	2	100	0	0	530	2	0	0	100	0	538	5	0	29	57	14	533
B. less than one hour	39	0	0	8	38	13	62	0	0	538	37	0	25	75	0	537	66	0	44	52	3	538
C. one to two hours	52	0	0	14	50	14	50	0	0	539	53	0	48	52	0	538	26	0	45	52	3	538
D. more than two hours	6	0	0	3	100	0	0	0	0	547	7	0	100	0	0	547	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	35	0	0	12	63	7	37	0	0	542	33	0	50	50	0	540	25	1	54	42	3	540
B. good	52	0	0	12	43	16	57	0	0	538	56	0	42	58	0	539	50	0	46	51	3	538
C. fair	11	0	0	1	17	5	83	0	0	530	12	0	20	80	0	530	22	0	29	65	6	535
D. poor	2	0	0	0	0	1	100	0	0	536	0						3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	23	0	0	4	33	8	67	0	0	538	21	0	33	67	0	537	14	0	33	56	10	535
B. about that same as my regular schoolwork	55	0	0	16	55	13	45	0	0	539	57	0	50	50	0	538	65	0	45	52	3	538
C. easier than my regular schoolwork	23	0	0	5	42	7	58	0	0	541	21	0	33	67	0	541	21	0	45	51	4	538
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	528	100	0	0	100	0	528						
B.	0										0											
C.	0										0											
D.	0										0											